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AUTHOR Leatherwood, Arthur K., Ed.; Porter, Jack W., Ed.
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ABSTRACT

This publication is designed to assist secondary level curriculum planners, teachers, and teacher educators in developing a social studies curriculum that includes geographic skills for students' development. The first section lists general student objectives in geography that are considered essential. The following six sections contain more in depth objectives. Written in terms of student expectations, geography objectives are listed for Texas history and geography (grade 7); U.S. history; world history; world geography; government; and economics. Within each section (with the exception of government and economics) the objectives are organized by the following categories: size and shape, direction and location; scale and distance, symbols; earth and sun relationships; and information, inferences, and generalizations. For the government and economics sections, objectives are listed for information, inferences, and generalizations only. (Author/RM)

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GEOGRAPHIC SKILLS IN THE SOCIAL STUDIES, GRADES 7-12

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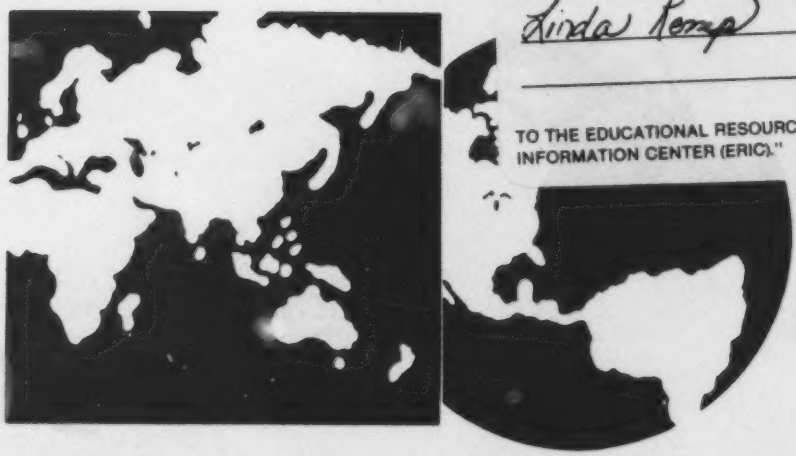

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Corpus Christi Independent School District

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Assistant Superintendent
Secondary Curriculum
Weslaco Independent School District

Sherion Clark
Social Studies Consultant
Arlington Independent School District

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Secondary Social Studies
Spring Branch Independent School District

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FOREWORD

Geographic Skills in the Social Studies, Grades 7-12, is designed to assist secondary-level curriculum planners, teachers, and teacher educators in developing a social studies curriculum that includes geographic skills for students' development.

The publication may be used by individual teachers or by groups in staff meetings, as a resource in education courses, or as a springboard for developing geographical student outcomes in the secondary social studies curriculum, Grades 7-12.

We hope this publication will provide assistance to all those interested in geographic learning in the social studies.

Raymon L. Bynum
Commissioner of Education

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Suggested Essential Student Objectives in Geography 3

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INTRODUCTION

When the 1980 *Framework for the Social Studies, Kindergarten—Grade 12,* TEA Publication CU0 842 02, was being developed by the Texas Education Agency, a statewide survey was made to determine needed changes in the social studies curriculum. Included in the survey were teachers, supervisors, school administrators, college and university educators, parents, and interested citizens in each of the 20 education service center regions. One of the strongest areas of concern from all groups surveyed was the lack of geographic skills and knowledge throughout the social studies program. As a result, specific attention was given to including geographic skills in two recent Texas Education Agency publications: *Social Studies Subgoals and Suggested Essential Student Objectives,* CU0 842 03, and *Geographic Skills in the Social Studies, Grades K-6,* CU8 842 03. It is in continuing response to the need to incorporate more geographic skills and knowledge into the curriculum that this publication, *Geographic Skills in the Social Studies, Grades 7-12,* was developed. However, geographic skills to be developed in only the required courses in the secondary social studies curriculum are included.

This publication continues the five major strands used in the elementary publication:

- Size and Shape
- Direction and Location
- Scale and Distance
- Symbols
- Earth and Sun Relationships

A sixth strand in this publication—Information, Inferences, and Generalizations—attempts to apply the other strands in the critical thinking skills. Some of these thinking skills are the lower level ones, such as memory and translation skills, and some are of the higher levels, such as analysis and synthesis skills. For example, "Locates and explains the influence of the intercoastal waterway on the Texas economy" could be placed under Direction and Location. The decision to place it and other combined objectives in the Information, Inferences, and Patterns strand was made with the idea of grouping objectives on specific topics to aid in the planning of thematic units.

The Government chapter, page 55, and the Economics chapter, page 59, contain only the sixth strand for two reasons. They do not lend themselves as readily to the development of the other five strands as do the other courses, and the skills of these strands already should have been developed and only their application need be utilized.

Users of this publication should keep the following special considerations in mind:

- Objectives are written in terms of student expectations such as the student *draws, locates, analyzes,* and *explains.*

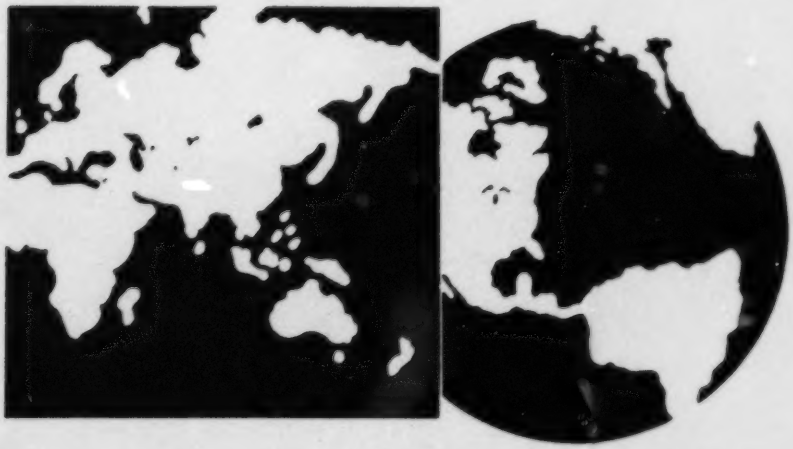
- Many of the objectives for one course can be used with slight modifications for other courses. For example, many of the geographic objectives given in World Geography could also be used in World History and vice versa.

- A number of the objectives involve the use of maps and globes that have colors as symbols. As some students may be completely or partially color-blind, symbols other than color may be needed for such students.

- Both the metric and the U.S. customary systems of measuring need to be studied concurrently whenever possible in using scales and distances.

Improvement and up-dating of curriculum elements and materials are a continuing need, and the development of a balanced program of social studies experiences should provide quality education for all students. The competencies necessary for living in today's world include the acquisition of geographic concepts, skills, and knowledge and the ability to utilize these in critical thinking. It is not the intention of the writer that all the material in this publication should or could be used in a given course. The objectives given here are, for the most part, neither minimum or maximum ones for geographic education but may be used to meet unique, local needs in planning social studies programs.

SOCIAL STUDIES SUBGOALS AND SUGGESTED ESSENTIAL STUDENT OBJECTIVES IN GEOGRAPHY



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SOCIAL STUDIES SUBGOALS AND SUGGESTED ESSENTIAL STUDENT OBJECTIVES IN GEOGRAPHY

Social Studies Subgoals and Suggested Essential Student Objectives, CU0 842 03, was designed as a support publication for the social studies curriculum. Three major areas of concern in the student's development were detailed in the subgoals: knowledge, values and attitudes, and skills. The suggested essential student objectives on geographic knowledge are excerpted here as a handy reference in using this publication for curriculum planning. However, when creating in-depth curriculum, planners will want to use the complete *Social Studies Subgoals and Suggested Essential Student Objectives.*

SUBGOAL I: The social studies program shall help students acquire factual and generalized knowledge of people and their environments.

Section 4: The social studies program shall help students acquire knowledge concerning local, state, national, and world geography.

Students at mid-point level should be able to:

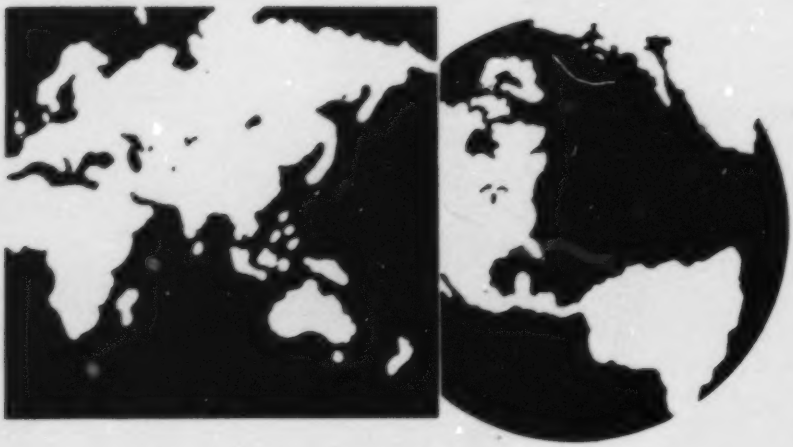
- Demonstrate a knowledge of place identification at the local, state, national, and world levels
- Explain the functions of geographic tools such as maps, globes, and graphs
- Know the difference between towns, cities, counties, states, nations, and continents
- Locate the continents and major physical and cultural regions of the world
- Explain the concept of region and distinguish between various types of geographic regions
- Recognize relationships that exist between individuals, societies, or cultures and their physical environments
- Give examples of how diminishing resources relate to changes in how people live

- Describe the influence of weather and climate on the living conditions of people
- Identify careers and occupations related to geography
- Identify different map projections
- Explain how people have altered the surface of the earth and describe the results
- Give reasons why population is concentrated in certain areas of the world

Students at exit-point level should be able to:

- Identify and describe the major cultural regions of the world
- Describe the forces that promote interdependence within a geographic region and among regions
- Locate major political, cultural, physical, and economic regions of the world on a map or globe
- Describe the influence of the physical environment on the major cultural regions of the world
- Explain the relationships between site and function of cities and their physical environment
- Describe the physical, cultural, and economic features of the landscape of areas studied
- Explain how physical forces shape the surface of the earth

TEXAS HISTORY AND GEOGRAPHY, GRADE 7



TEXAS HISTORY AND GEOGRAPHY, GRADE 7

SIZE AND SHAPE

- Draws by hand a reasonable facsimile of Texas
- Compares the size of Texas to other land areas studied

DIRECTION AND LOCATION

- Locates and identifies all the states (U.S. and Mexico) bordering Texas and the major border cities around Texas
- Locates the major Texas ports on a highway map
- Locates and knows the main functions of major Texas cities
- Locates places on the state highway map by using the number and letter coordinates
- Locates on maps Texas rivers from their headwaters to their mouths
- Knows the relative location of one place in Texas to another such as that Dallas is north of Austin and Houston is southeast of Amarillo

SCALE AND DISTANCE

- Calculates distances using a highway map from his or her town to major cities and places studied in Texas
- Estimates the time it takes to drive from his or her town to major cities and places studied in Texas
- Finds the elevation of his or her town on a contour map and variations of elevations in other parts of Texas
- Compare scales of city, county, and Texas state maps to understand small-scale versus large-scale maps

- Compares scales on a variety of maps of the same area of Texas
- Compares distances between the same places on different maps and notes the variations or agreements

SYMBOLS

- Uses the right map to get the kind of information wanted in a study of Texas
- Explains and uses symbols found on Texas maps including Texas Highway Department maps
- Draws maps of his or her neighborhood and community, using symbols and a legend
- Uses remote sensing data such as aerial photographs and satellite imagery to interpret maps, to see cultural and natural patterns, and to compare change

EARTH AND SUN RELATIONSHIPS

- Describes why climates vary from one part of Texas to another
- Describes the effects of different climates in Texas on how people live and use the land
- Describes the natural disasters that occur periodically in Texas and what some of the safeguards are against those disasters
- Describes the effects of hurricanes, tornados, and flooding on life in Texas (economically and historically)
- Explains the influence of climates on types of agriculture, clothing, housing, and vegetation of an area
- Understands the controls of climate and notes climatic changes in different regions in Texas
- Explains why West Texas was more suitable geographically to large landholdings than to small landholdings (climatic reasons)
- Describes the effects of the Gulf of Mexico on the climates of Texas

- Describes the geographical importance of Indianola and why it failed (weather conditions)

INFORMATION, INFERENCES, AND GENERALIZATIONS

Physical

- Describes the physical settings of historical Texas events
- Describes the landscape of physical areas of Texas by reading various types of maps
- Describes his or her community's physical setting
- Lists and finds the various kinds of landforms found in Texas and describes how they were formed
- Compares the interactions and distribution of cities, agriculture, and industries to their physical settings
- Explains why Texas rivers are not navigable
- Describes the importance of the continental shelf to our resource needs and uses an ocean floor map to find it
- Describes the problems of development on unstable coast lines
- Describes the Texas fishing industry and the influence of coastal estuaries
- Describes the importance of Brownsville to Texas and Mexico
- Locates and explains the influence of the Intercoastal Waterway on the Texas economy
- Recognizes the importance of coastal wildlife preserves for endangered species such as the whooping crane
- Explains in what ways the East Texas coast economy is built on water and how the Gulf of Mexico affects it

Resources

- Understands that water is an essential element of life and that civilizations rise and die depending on their management of water
- Understands the importance of water as a resource
- Describes the development of water rights in Texas
- Defines and describes our water sources such as the hydrologic cycle, ground water, and aquifer
- Knows how Texans get water to where they can use it
- Explores ways to get more water to West Texas from other areas
- Describes the causes of aquifer depletion in Texas
- Describes the relationship between urban development and aquifer pollution
- Details effects that dams and artificial lakes have had on our lives
- Describes how water usage affected the growth of towns, ranches, crops, industries, land development, recreation, and other activities of Texas
- Describes the mineral development of twentieth century Texas
- Identifies the variety of energy resources in Texas
- Describes the rise of the oil, gas, and petrochemical industries and their effects on Texas
- Describes the cultural conflict in resource acquisition at Seabrook
- Lists as many types of products as possible in daily use made from oil such as plastics, polyesters, agricultural sprays, film, dishes, tires (synthetic rubber), insulation of wires, gasoline, diesel
- Describes the importance of Texas wildlife to the economy and recreation of the state
- Understands the importance of wildlife management and hunting and fishing regulations

Indians

- Enumerates foods and other plants that Europeans adopted from the Indians in the Americas
- Describes how different physical environments influenced the cultures of different Indian groups in Texas
- Describes how various Indians changed their physical environments and how they used them
- Recognizes Indian names of places in Texas
- Names and locates the major Indian groups in Texas
- Describes evidence of Indians on the Texas landscape
- Explains how geographic problems such as great distances and transportation limitations contributed to the failure of the mission system in Texas

Settlers

- Describes how people made their living in Spanish Texas
- Describes the major uses and designs of land in Texas by the Spanish such as villas and presidios
- Describes how the missions used the physical environment
- Describes the influence of various cultures such as Spanish, German, and Czech on Texas geography: rural, urban, and cultural
- Links on a world map immigrants to Texas with their mother countries

Urban

- Explains the causes and describes the growth of urbanization in Texas
- Understands why specific sites were chosen for selected cities and towns studied in Texas
- Draws models of patterns of development of towns and cities and finds examples in Texas

- Explains how the building of railroads affected the development of cities in Texas

Land and Transportation

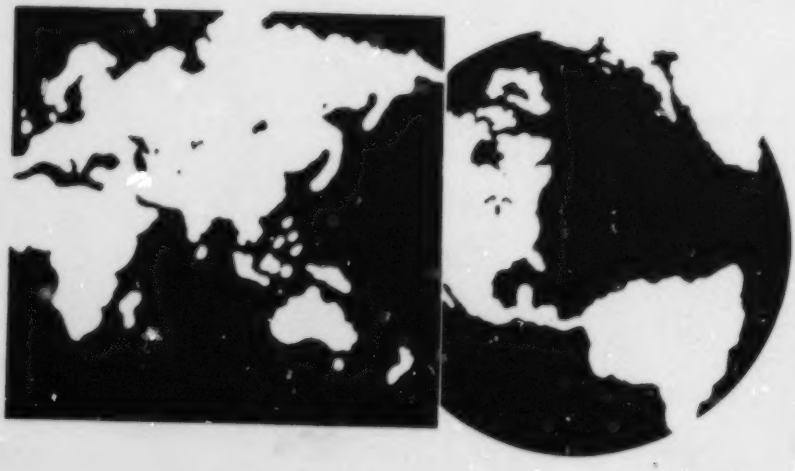
- Describes the rise and decline of cattle trails, both Spanish and American
- Describes the development of the Texas Land Survey and compares county shapes such as the French long lot system in East Texas with the Geological Survey system of West Texas
- Explains how agriculture changed in the twentieth century in Texas
- Understands the development of the rice industry in Texas and its interaction with the Lower Colorado River Authority
- Explains the relationship of geography to the development of the cotton industry in Texas
- Discusses the relationship of geography and technology to the development of ranching (cattle, sheep, pig, and chicken) in Texas
- Discusses the rise of the sugar industry in Texas
- Understands the importance and problems of the lumber industry of East Texas
- Describes the relationship between agriculture and the railroads
- Explains the role of the railroads in the establishment of ports and international trade
- Describes the types of goods Texas ships to foreign countries and what types of goods foreign countries ship to Texas
- Explains the various ways which goods are moved in and out of Texas and locates major regional distributing points in Texas

Patterns

- Uses maps to show changes in trade, transportation, boundaries, and growth patterns at different historical times

- Uses pictures and stories to understand natural and cultural features on maps
- Looks for patterns or groupings on maps and generalizes about the interrelation of things and/or people in areas studied
- Uses a highway map to plan a trip and describes what is seen and visited along the way

AMERICAN HISTORY



AMERICAN HISTORY
PART I

SIZE AND SHAPE

- Draws an outline map of the United States
- Identifies the shape of states studied
- Compares the physical sizes of states to Texas

DIRECTION AND LOCATION

- Locates and names the 13 original colonies
- Understands why the eastern half of the United States developed strong population centers before the western half, and names and locates the population centers on a map
- Notes on a map the areas acquired in the expansion of the United States from the 13 colonies
- Describes how geography influenced the creation and acceptance of both the Missouri Compromise and the Compromise of 1850
- Describes and locates types of natural disasters found in the United States and tells what some of the safeguards are
- Locates the sea lanes in early American history and tells the importance of each
- Gives the relative location of the U.S. to other parts of the world

SCALE AND DISTANCE

- Measures the distances on maps in terms of mileage and of time to travel in westward expansion

SYMBOLS

- Describes evidences of various cultural groups on maps, the landscape, and the way of life in the U.S.
- Understands the strategic importance of places by reading maps of areas studied
- Uses symbols on maps to show explorers' routes
- Uses graphs and charts to compare geographical data

EARTH AND SUN RELATIONSHIPS

- Describes the major climate areas of the United States and how these climates affect ways of life

INFORMATION, INFERENCES, AND GENERALIZATIONS

Physical

- Locates and describes the influence of rivers on the life and development of the United States
- Describes the major physical regions of the United States
- Explains the geographical advantages and disadvantages of the settings the various colonial groups chose
- Understands the role of the Appalachians and the Rockies in the westward development of America
- Explains some of the geograhical advantages of the colonists during the American Revolution
- Explains the geographical implications of the Treaty of Paris 1783

- Explains the geographical impact of the Louisiana Purchase
- Explains the geographical importance of western exploration by such persons and groups as Coronado, La Salle, Lewis and Clark, Pike, and the Mountain Men
- Analyzes the effects of various climates in the development of different areas of the Americas
- Determines the geographical reasons that Commodore Perry's victory on the Battle of Lake Erie was important
- Explains reasons why Americans became expansionists
- Describes the environmental hazards faced by the early explorers and settlers of America
- Explains the importance of New Orleans to people along the Mississippi and its hinterland
- Explains how the Indians used the coastal areas
- Describes how the early settlers used the coastal areas
- Describes the importance of water to settlements
- Describes the importance of the coast, rivers, and ocean in the War of 1812 and the Civil War
- Explains the effects of the Gulf Stream and the California Current on the land adjacent to it
- Describes the role of ocean currents to transportation and fishing

Indians

- Describes the various ways that Indian groups used the land
- Cites evidences through maps, pictures, artifacts, and place names that Indians had been in areas studied
- Describes the differences in major Indian cultures due to their physical settings

- Gives the geographical causes of the French and Indian Wars
- Discusses the different concepts of land ownership of the Indians and the settlers and how these concepts created conflicts
- Explains the influence of the Indians' presence in the Southwest on settlement such as the development of the mission and presidio system
- Describes how Indians used environmental resources in everyday life
- Describes changes in Indian life as lands were taken by the settlers and government

Colonists

- Describes the international conflicts over land and sea explorations as America developed
- Locates and describes the various areas discovered by the early explorers in the Western Hemisphere
- Analyzes the different geographic features of the colonies and explains how they influenced the development of those sections
- Describes the various types of trade in the Americas during the colonization of the Americas
- Explains the problems of communication and travel in the early development of the country
- Describes the impact of geography on the different economic development of the North, the South, and the West in the early history of the United States
- Describes the influence of various cultural groups such as the Indians, Spanish, and Czechs on the naming of places in the United States

Westward Manifest Destiny

- Explains the effects of the Congressional land ordinances on land patterns in the U.S.
- Determines the importance of the Wilderness Road

- Explains the land survey methods in the Northwest Territory and their importance to education
- Describes how the United States got Florida and why the U.S. wanted it
- Analyzes why many Americans thought Canada would be a desirable area for expansion
- Describes the National Road and its importance
- Locates and describes the advantages of the Oregon Trail and Oregon country to settlers
- Describes the conflict and its resolution of claims by Great Britain and the United States over the Oregon country
- Explains the geographical reasons that inspired people to come to Texas
- Compares life on the frontier to life in the cities
- Describes the geographical consequences of Texas statehood to the state and nation
- Explains what Manifest Destiny had to do with the physical growth of the United States
- Analyzes the geographical importance of the Treaties of Guadalupe-Hidalgo and the Gadsden Purchase to the United States
- Describes how people adapted to the Great Plains and the inventions that aided their development
- Locates and evaluates the importance of trails to the development and expansion of the United States

Trade and Transportation

- Analyzes the importance of trade routes and the junction of trade routes
- Locates major centers in the development of America and tells why each developed
- Discusses and compares the development of roads, canals, and railroads

- Explains why the location of a town is important to its survival
- Describes the importance of break-of-bulk points and of hinterlands to settlements

Adaptation and Invention

- Describes how various inventions in the 1800s changed land use and work characteristics
- Cites adaptations and inventions that improved transportation, communication, and agriculture as people moved westward

Resources

- Describes major land uses in the Colorado Rockies and the California Sierras around 1849
- Describes how the California gold rush changed ways of life for many people
- Analyzes the problems and remedies that the South had with their land use
- Describes the growth, location, and problems of the early cattle industry

Civil War

- Contrasts the geographical differences of climate, ways of making a living, land use, labor, etc. between the North and South
- Determines the geographical advantages and disadvantages of both sides in the Civil War
- Explains how the physical terrain influenced military strategies in the Civil War

Miscellaneous

- Describes the different types of housing, from that of the various Indian groups throughout the United States through housing in the westward movement, and explains how each was a response to the natural environment

- Explains the movement from cottage to factory industry along the Piedmont fall line
- Analyzes the geographical versus the population basis for politcal representation to the national government
- Analyzes the geographical conflict of the states versus the federal government
- Explains the importance the representatives to the Constitutional Convention placed on the ownership of private property

AMERICAN HISTORY
PART II

SIZE AND SHAPE

- Compares the physical size of the United States to other parts of the world such as Canada, South America, and India
- Draws by hand a reasonable facsimile of the U.S., including Alaska and Hawaii
- Identifies silhouettes of various states of the Union and compares their geographical sizes

DIRECTION AND LOCATION

- Knows the relative direction of places studied to each other
- Recognizes how physical settings within the U.S. influence population growth
- Locates on a map American strategic resources, both those we own and those we import
- Discusses the development of the U.S.'s major resources such as minerals and forests and locates them
- Locates the major cities of the U.S. and understands why they became important
- Lists the various ways in which the U.S. has been divided and describes these regions geographically
- Describes the geographical importance of the Panama Canal and locates other places in Latin America where canals could be built joining the Atlantic and the Pacific oceans

SCALE AND DISTANCE

- Understands the importance of scale in conveying information on maps
- Uses latitudes and longitudes to estimate distances
- Estimates distances from each other of places studied by using maps and globes
- Estimates distances of basic industries in the U.S. to the sources of their raw materials

SYMBOLS

- Understands the differences between physical, political, economic, and historical maps and relates them to readings, charts, and graphs
- Chooses the correct type of map for gaining and conveying the type of information needed
- Recognizes boundaries of cities and other population concentrations on maps
- Understands the importance of color and other symbols in conveying information on maps
- Recognizes the relationship between natural boundaries and political boundaries
- Knows some of the American artists who painted pictures on geographical themes and can discuss characteristics of their work, recognizes some of their works, and locates the regions they were depicting
- Uses charts and graphs to compare geographical data

EARTH AND SUN RELATIONSHIPS

- Describes the attributes of the Sunbelt that have led to its present growth
- Compares physical locations within the U.S. for the availability of solar energy

- Describes changes that are a result of the depletion of energy resources
- Examines how people have adapted their dwellings to their climates in different parts of the U.S.

INFORMATION, INFERENCES, AND GENERALIZATIONS

- Recognizes how the physical landscape influences patterns of development
- Uses maps in newspapers, magazines, and books in relation to areas studied and current events
- Identifies changes in landscapes, using maps and remote sensing imagery of the same area over time, and discusses the causes of these changes
- Describes how the geography of the U.S. was reflected in American literature of the periods studied

Farming and Ranching

- Describes how the attitudes and responses to the environment brought the Western settlers into conflict with the Plains Indians
- Knows the conditions and results of the Homestead Act of 1862
- Describes changes in farming techniques after the Civil War
- Describes the settlement and use of the American Prairie
- Discusses problems of farming in the West
- Traces the growth and importance of the cattle and sheep industry in the West
- Describes the causes of conflicts between the ranchers and the farmers
- Explains why cattle drives ended
- Describes the changes in farming due to technological developments

- Describes the effects of World War I on farming, industry, and urbanization in the U.S.

- Discusses the causes and problems of the farmers during the Dust Bowl and some measures taken to keep these problems from recurring

- Discusses problems that farmers faced during the Great Depression

Migrations and Expansion

- Determines the causes of mass migrations from Europe and Asia to the United States in the second half of the nineteenth and the beginning of the twentieth centuries

- Describes cultural ghettos and living conditions for major groups of immigrants at the end of the 1800s and beginning of the 1900s

- Notes the impact of business panics on the patterns of migrations in the United States

- Analyzes urban problems as the U.S. population expanded

- Locates major U.S. population centers and tells why they were important

- Locates and explains how the U.S. obtained territories outside the continental U.S. around the turn of this century

- Describes government land grant patterns and locates examples of them

- Explains the impact on land use and ownership of the Dawes Act

- Describes how people have obtained land in the U.S. since the Civil War to the present

Resources and the Environment

- Traces the growth of the American conservation movement, beginning with Theodore Roosevelt and John Muir

- Describes conservation changes that have taken place in this country

- Locates the major resources of the U.S. and describes their uses and problems

- Describes some of the causes of the energy crisis and offers possible alternatives and solutions
- Lists various types of pollution, their causes, and some of the problems associated with eliminating or lessening pollution in the United States
- Describes the advantages and disadvantages of environmental regulations
- Describes how the major regions of the U.S. differ from each other, including environmental perceptions of one region toward another
- Analyzes how Americans perceive environmental hazards

Industry, Transportation, and Trade

- Locates and examines the development of energy industries and their problems
- Locates major mining industries and notes their importance to the production of goods and to the economy
- Locates the basic industries that sprang up during the Industrial Revolution in the U.S. and the sources of their raw materials
- Locates present-day American industrial centers and analyzes why their various locations were chosen originally
- Locates and describes the effects of transcontinental transportation
- Recognizes the use that transportation and trade systems make of natural features
- Determines how the invention of the elevator changed the urban landscape
- Describes the changes in American industry after World War I
- Analyzes the impact of the automobile on land use and population mobility
- Lists expanded and new industries that came into being after World War II and locates them on a map
- Recognizes economic patterns, e.g., transportation systems, farming shapes, industrial complexes, and lumbering areas

- Analyzes the impact of the airplane on personnel and cargo transportation
- Describes the development of the aerospace industry and its impact on the life and landscape of the U.S.
- Describes the spinoffs from the space program that created new American industries
- Describes the changes caused by computerization and miniaturization in American life
- Analyzes domestic and international competition and their effects on American industry and the American people
- Examines America's interdependence with other countries, the lack of certain resources and products, and the need for markets
- Lists items that would have to be given up if the U.S. closed its doors to foreign trade

Urbanization

- Discusses the causes and directions of urban growth after World War II
- Analyzes the problems of urbanization, locates indications of these problems in their own town, and discusses some of the causes of the problems
- Determines why rural areas are necessary around cities and to what extent their hinterlands sometime reach

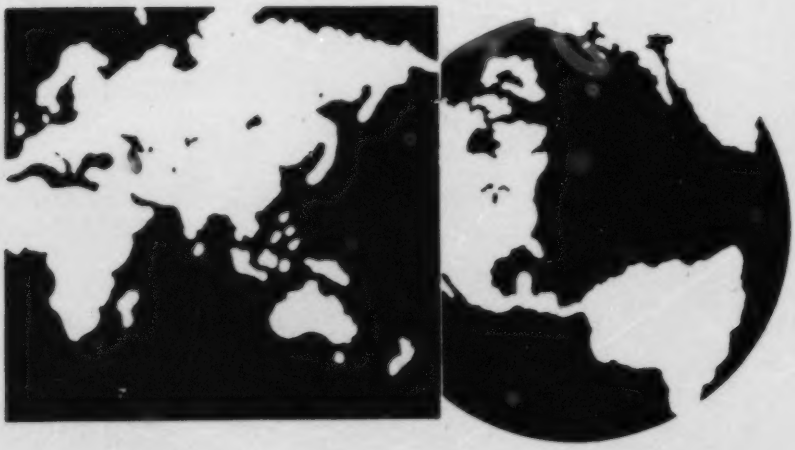
Wars

- Determines the importance of resource needs and strategic positions in the foreign wars with which the U.S. became involved
- Describes the physical environments in which the U.S. fought its major wars
- Describes the political boundaries resulting from treaties after the various wars and the problems these created
- Explains the geographical causes of wars

- Locates communist countries, their spheres of influence, and the resources within these spheres

- Describes the geographical aspects of the Cold War Policy and Detente of the countries involved

WORLD HISTORY



WORLD HISTORY

SIZE AND SHAPE

- Draws by hand a world map showing the general shape of the continents and their relative location to each other
- Draws by hand maps of the major river regions of the world such as the Nile, the Tigris-Euphrates, the Indus, and the Huang Ho (Yellow River) valleys and notes similarities and differences
- Draws maps of the regions studied with their principal landforms

DIRECTION AND LOCATION

- Locates cradles of civilization and notes the advantages of sites for settlement
- Locates physical regions of major world civilizations
- Locates sites of major resources in the world and describes their problems and effects of distribution
- Draws maps and locates major rivers and towns of areas studied
- Describes the routes, reasons, and results of exploration at various historical times and places
- Locates major colonies around the world and explains the reasons for their colonization and location at various historical times

SCALE AND DISTANCE

- Determines trade routes and distances for various parts of the world
- Notes the effects of time and distance on trade and travel during different periods and at different places in history

- Compares distance and time for various forms of travel in different periods and at different places in history

SYMBOLS

- Describes ways in which the arts of an area reflected the physical and cultural geography of its peoples
- Draws maps, creating the legend, of the major human migrations in history

EARTH AND SUN RELATIONSHIPS

- Describes the reasons why calendars were developed and their uses in early civilization and today
- Describes the importance of earth-sun relationships to various civilizations such as those of the Egyptians and the Sumerians
- Describes the importance of earth-sun relationships today such as for space exploration, remote sensing, astrophysics, solar energy, religious rites, and food production

INFORMATION, INFERENCES, AND GENERALIZATIONS

General Objectives

- Describes the physical (landforms, natural vegetation, water sources, and climate) and cultural (any changes in the physical landscape such as buildings or canals) characteristics of the region or country studied
- Determines how the physical features of an area affected the way of life of a country or region studied
- Analyzes the historical changes in physical environments especially how people changed their environment
- Explains the impact of the culture in determining land use and other economic activities of a country or region studied

- Describes the interdependence of places within a country or area studied
- Describes the growth and importance of trade and commerce among places at different times in history
- Analyzes the cultural and physical changes that took place within an area studied at various periods of time
- Describes the cultural contributions of an area studied and how they have affected the way things are done now in the area or other parts of the world
- Explains the impact of religion in determining land use and cultural activities of peoples studied
- Discusses in an historical perspective the influence of politics in determining land use of the areas studied
- Describes the causes for major transportation routes of the areas studied and the changes in transportation, both routes and means, that took place
- Notes the importance of water to the areas studied and its role in the way of life
- Analyzes the role of resources in determining changes in the way of life of an area studied
- Shows how changing land use necessitated a legal system, or changing legal systems, in places studied historically
- Explains the importance of resources in aiding the country or culture studied to rise to power
- Describes characteristics that have given countries or cultures higher standards of living than in the past
- Determines the influence of climate on the architecture of an area studied
- Learns from models or drawings of major irrigation facilities in history, replicates them, and determines their importance to the areas
- Finds evidences of water drainage systems in the local area and determines their uses, importance, and changes

- Analyzes changes in maps over time of the country or culture studied and the causes of these changes
- Details the geographical uses of mathematics of the country or culture studied
- Notes inventions that changed ways of life in history
- Describes how prehistoric people used their environment and how they altered that environment
- Describes the influence of the landscape and climate on ways of life
- Gives the reasons why towns developed at their sites

The Ancient World

- Describes how the Egyptians used their environment and changed the landscape
- Details the natural resources of Egypt, their uses, and the imports Egyptians got to supplement them
- Contrasts the flooding of the Tigris-Euphrates, Huang Ho, and the Ganges with that of the Nile
- Traces the development of writing materials in early civilizations
- Locates and describes the highway system of the Persians
- Compares the cities of the Indus and Ganges Valleys and the problems the inhabitants tried to solve
- Analyzes the climates of early civilizations and how they influenced ways of life
- Describes how scientists today determine the climates of the early civilizations
- Compares irrigation and flood control along the rivers in ancient civilizations

Greek and Roman World

- Describes the ways in which Greek city states were at least partially the result of their geographical setting
- Explains the geography of Greece and its relationship to the Mediterranean area
- Notes the Greeks' contributions to the field of geography
- Determines the economic base of Greece
- Contrasts the physical environments of Roman Italy with its empire
- Describes the economic base of Roman culture
- Gives the geographic causes of the Punic Wars
- Describes trade within the Roman Empire
- Examines urban problems within the Roman Empire and ways in which Romans tried to solve them
- Describes the kind of structures in the Roman cultural landscape that still stand today
- Describes the standard of living for upper class Romans and gives reasons for it
- Explains what happened to the cities and countryside as the Roman Empire began its decline
- Analyzes the geographical causes of the decline of the Roman Empire such as overexpansion, overextension of supply lines, and the inability to coordinate so vast an area

Asia

- Determines the climatic and cultural importance of the major mountain chains of Asia
- Compares the physical environments within Asia

- Contrasts different farming and trade practices in Asia as dictated by such physical elements as terrain and monsoons
- Determines the influence of art and architecture on the cultural landscapes of Asia
- Describes the geographical use of Asia by Britain and Europe
- Contrasts differences in agriculture between northern and southern China
- Explains why China's history has usually been one of overpopulation
- Notes the resources, products, and inventions that China developed during the various major dynasties
- Notes the land use changes under Sun Yat Sen
- Details the land use changes in China after Mao took over
- Determines the affects of Perry's visit on Japan and the Western World
- Explains the kinds of trade between Japan and the Western World
- Compares and contrasts the peoples and cultures of the various physical regions of India
- Describes the effects of religions on the landscapes of India
- Analyzes India's resources and the problems of exploiting them
- Compares Asian rice growing techniques with Texas and Arkansas methods

Eastern and Western Europe, the New World, and the Modern World

- Locates the Byzantine and the Moslem World on a map
- Analyzes why the Byzantine Empire and the Moslem World flourished after the fall of Rome while Western Europe was in the Dark Ages
- Determines why a lack of trade sometimes leads to a Dark Age for civilizations

- Locates on a map and gives reasons why Islam spread after its founding
- Describes the religious architecture of the Byzantine Empire and the Moslem World and aspects of the religion each reflected
- Analyzes the effects of the Crusades on the Byzantine Empire, the Moslem World, and Western Europe
- Discusses Moslem influences in Spain and the New World that affected physical and cultural landscapes
- Notes Moslem contributions to geographic education during the Middle Ages
- Notes the changes in land ownership that William the Conqueror made in England
- Explains the fuedal system of land use and its advantages and disadvantages
- Gives reasons for the growth of geographic knowledge in Western Europe and for the desire for exploration and describes how maps began to change
- Describes and gives reasons for the growth of cities in Europe
- Details how Gothic and Romanesque architecture were responses to environmental conditions
- Gives the geographical reasons why the Renaissance flourished more in Italy than in the rest of Europe
- Details the influence of geography on the rise of nationalism toward the end of the Middle Ages
- Explains the changes in land use with the rise of commercialism
- Explains how Henry VIII changed some land ownership in England
- Explains how the country of Spain was created
- Locates and describes the areas of the world that each European country included in its empire and gives the areas' resources
- Explains how the Catholic Church influenced land use in the early development of the Americas

- Analyzes Spain's and Portugal's land distribution by the Roman Catholic Church
- Describes the impact of New World resources on Spain and Portugal
- Describes characteristics of Latin American land use such as the hacienda and mission systems
- Determines Latin American land use challenges and suggests some remedies
- Analyzes the influence of older forms of architecture on the New World and the export of the concept of skyscrapers to other places
- Gives obstacles to German unification
- Analyzes the geographical effects of the Industrial Revolution on England
- Analyzes the effects on land use and way of life of the Enclosure Act and the Corn Laws of England
- Describes some of the hazards of living in European cities during their rise and during the Industrial Revolution
- Examines Russian expansion from Catherine the Great to the present
- Describes land use under the Tsars in Russia and the changes made under Lenin and Stalin to the present

Africa

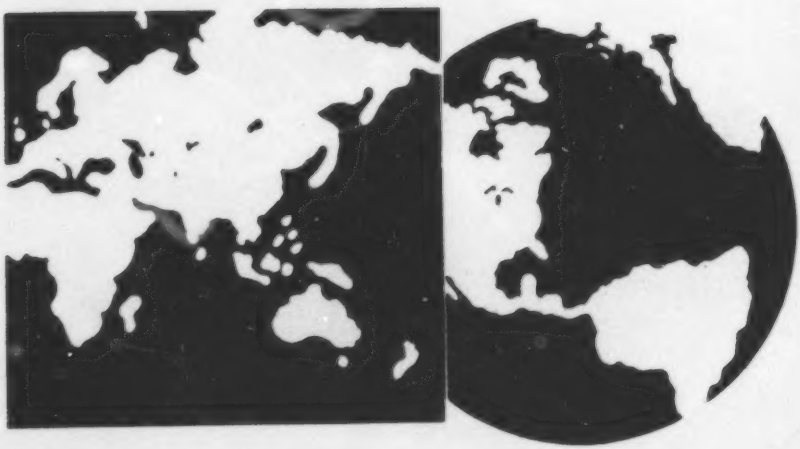
- Details the physical geography of Africa and its effect on the development of resources
- Locates and determines the degree and problems of resource exploitation in Africa
- Analyzes the continued influences of outside governments and countries in Africa
- Determines the effects of European influence and/or dominance in parts of Africa on land use and way of life
- Summarizes ways of life in Africa in the past

- Determines the geographical features of Africa that discouraged unity or trade within itself
- Contrasts the great varieties of ways of life and land use in Africa today

Miscellaneous

- Details areas of the world throughout history and today where attempts to make major changes in ways of life met and are meeting with resistence
- Locates and determines the geographical reasons for the major nineteenth and twentieth century wars
- Analyzes geographical changes that took place in defeated countries after the various wars
- Describes the geographical activities of the United Nations
- Gives the causes of the world's energy crisis and suggests some solutions
- Compares the Age of Discovery with the Space Age
- Determines the causes of hunger and malnutrition in the world today and offers some possible or partial solutions

WORLD GEOGRAPHY



WORLD GEOGRAPHY

SIZE AND SHAPE

- Learns the correct map projections when the characteristics of accurate size and/or shape are wanted
- Draws own map of hemispheres and continents
- Compares the relative size of one country to another among places studied

DIRECTION AND LOCATION

- Locates continents and oceans on a world outline map
- Locates regions, countries, and cities of places studied on a variety of maps and globes
- Locates major and some minor landforms and explains why they occurred where they are
- Determines the relative location of places studied to their neighbors, to other parts of the world, and to the students themselves
- Understands the grid system of his or her own city and other places studied
- Chooses the correct map projections when the characteristics of accurate direction is needed in his or her studies
- Locates hemispheres and uses them in relative locations
- Locates antipodes of places studied

SCALE AND DISTANCE

- Determines approximate distances from each other of places studied
- Uses marginal information on maps to determine distance, direction, and elevation

- Uses highway maps to determine exact distances within states and counties
- Uses the graphic scale to measure distances on a map
- Describes and applies the relationship between time and distance and the mode of transportation to move people, materials, and goods
- Chooses the correct map projections when the characteristic of accurate distance is required
- Understands the representative fraction proportions and the relationship of a map to a ground unit

SYMBOLS

- Recognizes and uses standard symbols on maps
- Utilizes and creates legends for nonstandard symbols used to convey information
- Gleans geographical information from nonmap sources that use other types of symbols such as the fine arts and literature of a region or country
- Chooses the correct maps for the type of distributions desired by using the titles, legends, and standard symbols found on maps

EARTH AND SUN RELATIONSHIPS

- Describes and gives examples of earth-sun relationships
- Determines some of the effects of earth-sun relationships
- Explains some of the influences of the moon on the earth
- Finds examples in literature and the arts of the influence of earth-sun relationships
- Describes the time zones of the world, determines their cause, and works time problems for travel and communications

- Discusses relationships between the earth and sun and the types of energy known to be available to us

- Contrasts water laws of Islam with those of northern Europe

INFORMATION, INFERENCES, AND GENERALIZATIONS

- Uses a variety of aids to locate places on earth

- Draws relationships among geographic facts gleaned from a variety of sources

- Uses different kinds of graphics to find interrelationships among geographic data

- Understands that most maps are approximations and that all maps are inaccurate in some ways and gives examples

Physical

- Describes the earth from its center to its crust

- Describes the composition of the earth's crust

- Explains Wegener's theory of continental drift and the types of evidence to support it

- Explains how the earth's crust changes, both from within and from without

- Explains mechanical, chemical, animal, and human erosion of the earth

- Defines major and minor land forms, gives examples of each around the world, and explains how they were formed

- Differentiates between elevation and relief

- Explains the various methods of mountain building

- Names and locates the major mineral resources of the world and gives some of the uses of each

- Describes various types of mining techniques and their advantages and disadvantages
- Lists major forms of energy and determines which are renewable and which are nonrenewable
- Explains uses for the various forms of energy
- Determines major fossil fuel resources and describes the problems of each
- Plans three ways to lessen his or her energy consumption and keeps a three-week diary to try them out
- Describes the layers of air around the earth
- Explains the unique characteristics of water and their importance
- Diagrams the water cycle and gives examples of its applications
- Draws in the major bodies of various types of water on a map
- Describes the various ways lakes are made
- Locates major salt lakes of the world and tells how they are formed
- Describes how rivers are formed and the aging process of a river and names their parts
- Describes how rivers change landscapes
- Describes ways in which people affect rivers
- Explains the circulation patterns of the major ocean currents of the world
- Enumerates resources of the ocean
- Explains uses and potential uses of the ocean
- Identifies on a map major shipping lanes around the world
- Explains and locates major fishing banks around the world
- Describes the wet regions, the dry regions, the high regions, the low regions, the hot regions, and the cold regions of the world

- Explains the importance of water to humans, physically, culturally, economically, and recreationally and the importance of water to the earth in general
- Describes the uses of canals and locates major canals around the world
- Explains various irrigation techniques used around the world and in Texas
- Uses water vocabulary correctly
- Determines uses of water as sources of energy
- Describes the physical characteristics of the various climate regions of the world
- Describes the causes of climate variations
- Determines the affects of latitude and elevation on climate
- Describes the causes of weather
- Lists major soil types and details why they are different
- Explains the relationship of soil to vegetation and gives examples of the types of plants found in the various soils
- Determines the major agricultural areas of the world, and tells how their crops and animals relate to climate and soil types
- Suggests ways in which agriculture might be improved in various parts of the world and gives factors that might limit or prohibit these changes

Demography

- Uses a variety of graphs, charts, census data, and visuals to formulate generalizations and patterns of populations and their characteristics
- Discusses problems of increasing and decreasing population density in various parts of the world and some attempted or suggested remedies to these problems
- Defines rate of increase or decrease of population and gives examples or applications of it

- Enumerates reasons for accelerated population growth since the seventeenth century
- Formulates demographic generalizations from maps and charts
- Determines areas of greatest population densities around the world
- Defines overpopulation, gives examples of it, and suggests possible remedies
- Lists reasons why people migrate and gives examples of each
- Locates areas of major migrations that have changed population patterns and gives reasons for these migrations
- Describes some types of changes that people often make when they migrate
- Lists problems accompanying migrations now taking place and suggests alternatives or solutions
- Describes the push-pull factors that lead to migration
- Explains how the perception of an environment influences migrations
- Finds various types of population patterns using a variety of criteria, e.g., income levels, ethnic associations, occupations, religion, or food production

Malnutrition and Agriculture

- Lists the six essential nutrients for humans and gives examples of food sources for these within each region studied
- Describes the causes of malnutrition and locates major areas of the world where it is found
- Identifies distribution hindrances to solving malnutritional problems
- Determines the major agricultural regions of the world and names their major crops
- Contrasts agriculture in industrialized countries with third world nations and locates examples of each on a map

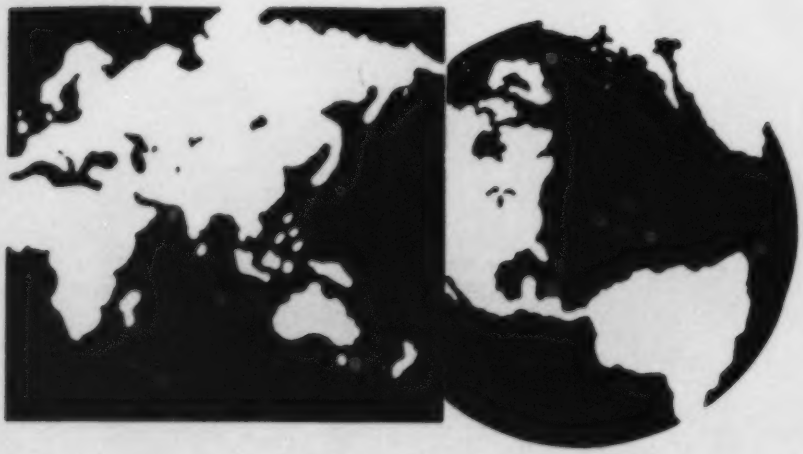
- Gives reasons why it is hard to change people's dietary patterns and gives some examples of changes that have taken place recently or in the past

Regional Studies

- Describes the criteria used for determining regions
- Names and locates the major regions to be studied
- Names and places the capitals, major cities, and major landforms on maps of the regions studied
- Determines the major activities that people in a region engage in to make a living and describes how they are doing these
- Determines the degree of interchange between the countries studied and other places in the areas of resources, goods, and ideas
- Explains the causes of various patterns, population densities, and dispersions within countries or regions studied
- Compares geographical phenomena in one region or country to another for likeness and differences
- Understands why people are doing what they are now doing in a country or region and looks for changes that are taking place
- Lists and locates the major resources of places studied and determines what is being done with them
- Describes the transportation, communication, and economic requirements for the exploitation of resources
- Finds sites of resources that the United States imports and learns if we are getting these resources directly from them or through others
- Analyzes the problems such as natural hazards, overpopulation, or religious taboos that areas studied are facing and gives suggestions for alleviating these problems
- Describes evidences of the fine arts and beauty in everyday life in the environments of places studied

- Describes the role of government in determining and changing the cultural landscapes of places studied
- Describes the impact of nature on the way of life in places studied
- Analyzes the physical and cultural features of places studied that make them distinct and unique from any other place on earth
- Analyzes those forces that are causing change on the landscape and determines the degree of acceptance or resistance involved
- Understands the historical background that has led to the present cultural environment of places studied
- Describes methods of food production and agricultural imports and exports of places studied

GOVERNMENT

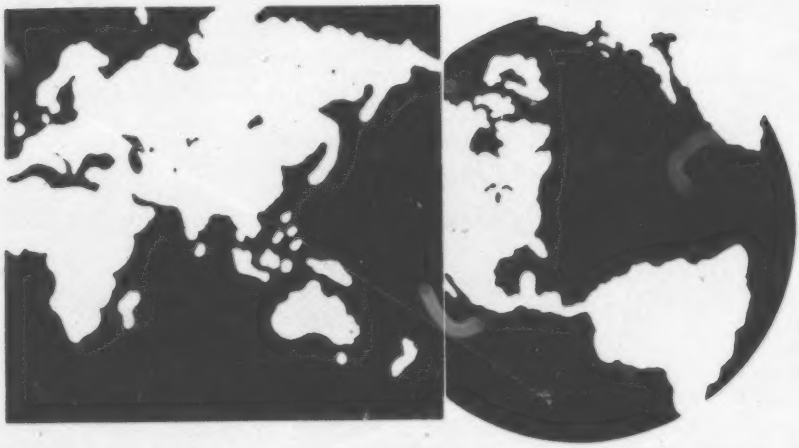


GOVERNMENT

INFORMATION, INFERENCES, AND GENERALIZATIONS

- Explains the roles that city, county, state, and federal governments play in determining land and resource use in the United States
- Identifies some of the state and federal agencies that influence or determine land and resource use
- Analyzes ways in which various governmental projects and agencies have changed the landscape and ways of life for segments of the population in the United States
- Describes the use, control, and acquisition of federal lands in the United States
- Analyzes the roles of the government at all levels in recognizing pollution sources and lowering their levels
- Explains the role of government in trying to help improve the quality of life in the United States, the problems and effects

ECONOMICS



ECONOMICS

INFERENCES, INFLUENCES, AND GENERALIZATIONS

- Compares how economics decisions differ from one economic system to another and how these differences are reflected in ways of life and land use in places studied
- Compares the use and distribution of resources under varying economic systems
- Analyzes the role of scarcity in influencing ways of life in places studied
- Analyzes how economic decisions affect ways of life
- Determines some problems that have led to changes in the way economic decisions have been made in the United States
- Gives examples of economic decisions that have been made that have altered physical and cultural landscapes in the United States

COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;
(2) operation of school bus routes or runs on a non-segregated basis;
(3) nondiscrimination in extracurricular activities and the use of school facilities;
(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;
(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;
(6) nondiscriminatory practices relating to the use of a student's first language; and
(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, Department of Health, Education and Welfare.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.